

WISCONSIN STANDARDS FOR **Theatre Education**



DRAFT FOR PUBLIC COMMENT **JULY 2018**

Wisconsin Standards for Theatre

DRAFT FOR PUBLIC COMMENT

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What are Wisconsin Academic Standards? (Source: Academic Standards)

Wisconsin Academic Standards specify what students should know and be able to do in the classroom. They serve as goals for teaching and learning. Setting high standards enables students, parents, educators, and citizens to know what students should have learned at a given point in time. In Wisconsin, all state standards serve as a model. Locally elected school boards adopt academic standards in each subject area to serve their local community.

Why are Academic Standards Important? (Source: Academic Standards)

We must ensure that all children have equal access to high-quality education programs. Clear statements about what students must know and be able to do are essential in making sure our schools offer opportunities to get the knowledge and skills necessary for success beyond the classroom.

What is the Academic Standards Review Process? (Source: [Academic Standards](#))

The Wisconsin Department of Public Instruction has a transparent and comprehensive process for reviewing and revising academic standards. The process involves the wide gathering of ideas from multiple people, including theatre teachers, administrators, parents, business professionals, theatre industry and service organizations, and leaders from across the state.

The process begins with a survey and notice of intent to review an academic area, which for theatre was released in February 2018. After a review of the Theatre Standards survey feedback and current theatre programming in our schools in April 2018, the Superintendent's Standards Review Council approved the next steps in establishing a Theatre Standards Writing Committee. The committee started in May 2018 and worked throughout the spring and summer with a review of the survey feedback, the current Wisconsin Model Academic Standards for Theatre Education (1997), and other theatre standards examples, including the National Core Arts Standards for Theatre (2014). Another part of the process includes the public release of the draft with an accompanying survey to gather feedback from the public, key stakeholders, and educators. This feedback informs the writing committee in their preparation of the draft for further review by the State Superintendent's Standards Review Council. The State Superintendent then determines adoption of the standards. The following links provide more information about this process:

- [The standards review/revision process](#)
- [The State Superintendent's Standards Review Council](#)
- [The checklist used for review of existing/new academic standards to determine if revision or development is needed](#)

Theatre Education in Wisconsin

Theatre is part of a comprehensive public school education in Wisconsin. The overall focus of theatre is to build students' skills and knowledge through experiential theatrical activities. Four processes supporting student development involve the artistic areas of theatre education: creating, performing, responding, and connecting. Each of these processes provides students with foundational opportunities to investigate the arts through an inquiry-based lens. The artistic areas encourage students to be creative and innovative in their theatrical pursuits; to articulate through words and performance; and to identify aspects of theatre across time and cultures. This continuum of learning supports our students by fostering their curious, reflective, and thoughtful nature and supporting their citizenry skills through individual and group ensemble work. These artistic processes and activities aim to provide a foundational set of skills and knowledge for students to make them college and career ready.

The 2018 Wisconsin Standards for Theatre provide a condensed set of academic standards for schools to use in developing their own curriculum. School districts have the opportunity to identify the standards that support their school community's needs. In Wisconsin, a wide variety of theatre education programming is available to students. This document offers a voluntary single set of standards to guide and prepare students to be college and career ready in all school settings, including traditional, Advanced Placement (AP), International Baccalaureate (IB), Montessori, and other models. School communities have the opportunity to tailor and expand these areas through their own curriculum work.

Wisconsin's Vision for Theatre Education

The Wisconsin Vision for Theatre Education is shaped by Wisconsin educators, experts, and the business community. This is informed by work done at the national level and by other states. The goal of Wisconsin's Vision for Theatre Education is to introduce the analytical elements and aesthetic expressive qualities of theatre to all students. Wisconsin's Vision for K-12th Grade Theatre is to:

1. Introduce the fundamental concepts and aesthetic aspects of theatre to all students, beginning in the elementary school levels;
2. Present theatre at the secondary level that expands exploration through more performance and production opportunities;
3. Offer additional secondary-level theatre experiences that will allow interested students to study theatre in depth and prepare them for entry into a career or college;
4. Demonstrate how theatrical skills directly relate to and can contribute to success in a variety of career paths;
5. Offer opportunities for students to demonstrate their theatrical knowledge and skills through the artistic processes of: Create, Perform, Respond, and Connect; and
6. Increase the knowledge of theatre for all students through investigating various aspects of theatre across time and cultures.

Standards Conceptual Focus

At the elementary level, Theatre Standards support a conceptual framework allowing for theatre professionals and school communities to add in more curricular details of the types of resources, materials, and specific activities for students to engage in. **The conceptual artistic processes of Create, Perform, Respond, and Connect weave through all of the grade bands in this standards set.** The continuity of this guide allows a sequential progression of skills for students to build upon from kindergarten through 12th grade. The overall expectations for each grade band highlight the goals for all students in each level. Supplemental resources will be added later. Please consider what resources might be helpful to you in your practice supporting the theatrical knowledge and skills of our Wisconsin students. (For example, work is in progress to create a resource that aligns the Wisconsin Early Childhood Learning Standards with this set of theatre standards.)

The writing team's goal is to create a set of Theatre Standards that are useful in building the capacity of *all* learners in Wisconsin, no matter the focus of the class (Production or Performance). In addition, the tool highlights essential skills and knowledge educators and school communities can use to shape a comprehensive theatre education for all students. The intent of the work presented here is to provide theatre educators with a framework for building their own district-level theatre curriculum.

Wisconsin's Approach to Standards for Theatre

The work of the writing committee for this draft of Wisconsin Standards for Theatre drew from available models of theatre standards. With the release of the *Wisconsin Model Academic Standards for Theatre Education* (1997) and the recent launch of the *National Core Arts Standards in Theatre* (2014), Wisconsin theatre teachers have had numerous resources to review when determining how to build the foundational knowledge and skills of students. These resources, along with several other state standards sets, have been the inspiration for this standards document. The standards developed are reflective of the artistic processes of the National Core Arts Standards. These artistic processes—**Create, Perform, Respond, and Connect**—provide the main concepts. The performance indicators, at each grade band, expand on what the standard and artistic process is.

Two standards examples, the *Wisconsin's Model Academic Standards for Theatre Education* (1997) and the *National Core Arts Standards in Theatre* (2014), have generated a great deal of attention from educators, parents, and the general public. A comparison of these two examples and two other states is available online- [Comparison of Theatre Academic Standards](#). Two data collections informed the standards: 1) an informal poll of theatre educators asking what set of standards they use in the classroom, and 2) a statewide survey of theatre educators, administrators, parents, theatre professionals, and the public asking about standards work and theatre education skills and knowledge they valued for the classroom. Respondents to the public surveys identified these two standards sets as having great value. The need to respect and pull together aspects from both of these was a common theme shared by respondents as well as members of the team developing this document.

For this revision of the Wisconsin Standards for Theatre, two areas of focus are in place: Performance and Production. Both strands in theatre provide the base of theatre education, providing learners with knowledge and skills that aim to build learner capacity for both performance and production roles. These two strands of theatre expand experiential theatre opportunities in the classroom. This allows educators to focus learners through both a general engagement of theatre elements in the production side and through performance. The choice to highlight both Theatre Performance and Theatre Production strands through each of the four standards is intentional. The writing team and field feedback overwhelmingly supported the focus on both strands to offer a more accurate view of theatre. The Wisconsin Standards for Theatre have taken on the National Core Arts Standards' artistic processes as their standards. They are: Standard 1 (Create), Standard 2 (Perform), Standards 3 (Respond), and Standard 4 (Connect).

The Wisconsin Standards for Theatre may be taught through a variety of classes and experiences. Each district has the opportunity to identify how to implement these standards, and to determine the means by which students will meet these standards. The team, in its shaping of these standards, has been mindful of the possible use of the performance indicators in classrooms investigating and engaging in theatre activities that may be an integrated approach, rather than a formal theatre course. The writers worked to make sure the indicators provided flexibility in the building of skills and knowledge in theatre. Critical to this work are the continued conversations in school communities with multiple stakeholders to support the implementation of these standards. These conversations are a starting point for determining how to set the stage for high-quality, comprehensive theatre programming throughout Wisconsin's schools.

Resources

The majority of the resources used in developing the Wisconsin Standards for Theatre came from the *Wisconsin Model Academic Standards for Theatre* (1997) and the *National Core Arts Standards in Theatre* (2014). The artistic processes of this work are based on the National Core Arts Standards National Core Arts Standards © 2015 National Coalition for Core Arts Standards. Rights administered by State Education Agency Directors of Arts Education (SEADAE). All rights reserved.

- [National Core Arts Standards \(2014\); NCAS Theatre; Copyright Use;](#)
- [Wisconsin Model Academic Standards for Theatre \(1997\)](#)

Also considered for comparison were:

- [Arizona Theatre Standards \(2015\)](#)
- [Colorado Drama and Theatre Arts Standards \(2009\)](#)
- [International Baccalaureate for Theatre](#)

Components of the Standards

Here are elements of this tool to look for:

1. The Wisconsin Standards for Theatre focus on the artistic processes of **Create, Perform, Respond**, and **Connect** through two strands – Performance and Production. The standards are inspired by the National Core Arts Standards (2014).
2. The Wisconsin Standards for Theatre are organized by grade bands: K-2, 3-5, 6-8, and 9-12. This allows for some flexibility in instruction and greater differentiation for the support of students over time. All levels identify *proficient* for the older grade level in that band. Supplemental materials providing additional levels, such as those in early childhood and for advanced theatre levels, are being investigated.
3. There are four theatre standards identified for grades kindergarten through 12. These conceptual ideas take into consideration the current *Wisconsin Model Academic Standards for Theatre* (1997) and the *National Core Arts Standards* (2014), as well as other state examples available and reviewed by the writing team.
4. The overall concept for the theatre standards provide **what students should know and be able to do** in the identified grade bands. Performance indicators provide additional ideas to support the standards. The performance indicators allow for flexibility for educators and school communities to identify more specific elements through their own curricular development. This document focuses on the **what** (and not the **how**) a learner will know when they reach the identified performance indicators. This set of standards does not prescribe specific strategies, knowledge sets, or theatre examples, *but rather allows the school community to identify these areas through their own theatre curriculum plan.*

Theatre Performance and Theater Production

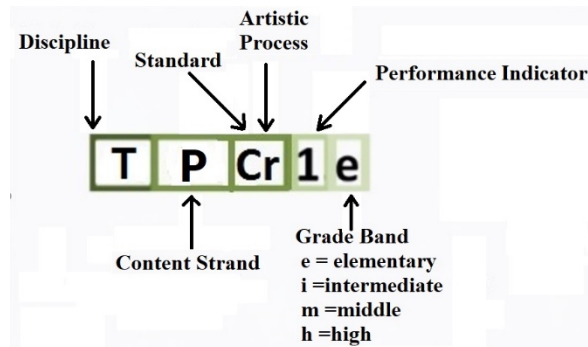
The writing team reviewed both performance and production areas of theatre through each of the standards areas of Create, Perform, Respond, and Connect. The team has created performance indicators for each of these two strands, Theatre Performance and Theatre Production, to support the depth and breadth of knowledge and skills of both on-stage and behind-the-scenes activities for theatre. These strands are defined as:

- **Theatre Performance** identifies activities that focus on the techniques of acting.
- **Theatre Production** focuses on behind-the-scenes activities such as lighting, sound, stage, management, and costume design.

Standards Structure

The Wisconsin Standards for Theatre follow a structure similar to that of all Wisconsin State Standards.

Standards Coding



Discipline: Theatre (T)				
Content Area: Theatre Performance (P)				
Standard 1 - CREATE: Students will generate, develop, and refine artistic work.				
Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
CREATE	T1.Cr.1.e	T1.Cr.1.i	T1.Cr.1.m	T1.Cr.1.h
	T1.Cr.2.e	T1.Cr.2.i	T1.Cr.2.m	T1.Cr.2.h
	T1.Cr.3.e	T1.Cr.3.i	T1.Cr.3.m	T1.Cr.3.h
	T1.Cr.4.e	T1.Cr.4.i	T1.Cr.4.m	T1.Cr.4.h
	T1.Cr.5.e	T1.Cr.5.i	T1.Cr.5.m	T1.Cr.5.h

Standards Formatting

- **Standard:** Broad statement that tells what students are expected to know or be able to do.
- **Artistic Process:** Breaks down the broad statement into manageable learning pieces.
- **Performance Indicator by grade band:** Measurable degree to which a standard has been developed or met.

Grade bands of K-2, 3-5, 6-8, and 9-12 align to elementary, intermediate, middle, and high school levels.

- Grade bands K-2 and 3-5 indicators share knowledge and skills that should be integrated throughout the elementary curriculum.
- Theatre education should be part of the curriculum for all grade band 6-8 students with opportunities in performance and production.
- Theatre education at the 9-12 grade band level continues to develop student foundational understandings of theatre.
- Performance indicators for more in-depth theatre learning expectations for high school students with aspirations toward careers and postsecondary studies in the theatre industry are listed within the appendices. They are foundational for all students, and, certainly, many students will display higher levels of proficiency in theatre performance.

Wisconsin Standards for Theatre Performance

Discipline: Theatre (T)				
Content Area: Theatre Performance (P)				
Standard 1 - CREATE: Students will generate, develop, and refine artistic work.				
Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
CREATE	TP.Cr.1.e: Characterization Use a known or imaginative character to portray feelings and movement with inventive dialogue in a story.	TP.Cr.6.i: Characterization Use written or improvised dialogue to portray feelings and movement of a character in a known or imagined story.	TP.Cr.11.m: Characterization Interpret dialogue or story and define using authentic actions based on gesture type, i.e. illustrative, indicative, and emphatic.	TP.Cr.16.h: Characterization Create vivid, complex and well-rounded characters who authentically represent the text and are defined through action.
	TP.Cr.2.e Improvisation Participate in imaginative play by oneself or in a small group.	TP.Cr.7.i Improvisation Play a character in a story through improvisation.	TP.Cr.12.m Improvisation Develop improvisational plot within a predefined setting and characters.	TP.Cr.17.h Improvisation Develop improvisational concepts, including setting, characters, and situation.
	TP.Cr.3.e: Text/Script Tell a story to a teacher or a peer using known or imaginative dialogue.	TP.Cr.8.i: Text/Script Create a scenario for two characters based on an existing or imagined story.	G1.Cr.13.m: Text/Script Create a script or adapt an existing work for three or more characters based on a theme, image, or concept.	TP.Cr.18.h: Text/Script Devise an original work, or adapt a work that includes a defined dramatic structure.
	TP.Cr.4.e: Direction Listen to and follow direction given by a teacher or a student leader.	TP.Cr.9.i: Direction Plan staging within a small group setting while utilizing stage vocabulary.	TP.Cr.14.m: Direction Formulate a vision that incorporates purposeful blocking and stage elements.	TP.Cr.19.h: Direction Formulate a directorial vision for the text/script as evidenced by an artistic statement or program note.
	TP.Cr.5.e: Collaboration Contribute ideas and make decisions as a group to advance a story in a guided drama experience.	TP.Cr.10.i: Collaboration Participate in a defined role for a drama/theatre work informally to an audience.	TP.Cr.15.m: Collaboration Share leadership and responsibilities to plan a production.	TP.Cr.20.h: Collaboration Collaborate as a creative team with specified roles to make artistic, interpretive choices in a devised or scripted work.

Discipline: Theatre (T)

Content Area: Theatre Performance (P)

Standard 2 - PERFORM: Students will analyze, develop, and convey meaning through the presentation of artistic work.

Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
PERFORM	<p>TP.P.1.e: Oral Communication</p> <p>Use vocalizations and spoken language to communicate.</p>	<p>TP.P.6.i: Oral Communication</p> <p>Explore vocal choices to support an improvised or scripted work.</p>	<p>TP.P.11.m: Oral Communication</p> <p>Portray believable oral interpretation based on text.</p>	<p>TP.P.16.h: Oral Communication</p> <p>Create truthful, authentic vocal choices based on an internal, emotional interpretation of text.</p>
	<p>TP.P.2.e: Nonverbal Communication</p> <p>Use gestures and movements to communicate.</p>	<p>TP.P.7.i: Nonverbal Communication</p> <p>Use gestures, facial expressions, and movement to develop a character in an improvised or scripted work.</p>	<p>TP.P.12.m: Nonverbal Communication</p> <p>Create a tableau depicting stories relating to emotional expression.</p>	<p>TP.P.17.h: Nonverbal Communication</p> <p>Demonstrate a character's inner life by utilizing techniques of physical expression and movement to convey subtext.</p>
	<p>TP.P.3.e: Use of Space</p> <p>Use objects in an imaginative manner.</p>	<p>TP.P.8.i: Use of Space</p> <p>Use a hand prop or set piece appropriate to a character being portrayed, while being mindful of the stage environment.</p>	<p>TP.P.13.m: Use of Space</p> <p>Use a hand prop or set piece appropriate to a character being portrayed, with purposeful action within the stage environment.</p>	<p>TP.P.18.h: Use of Space</p> <p>Demonstrate effective spatial awareness with purposeful character action, interactions with others, and prop/set use within the stage environment.</p>
	<p>TP.P.4.e: Public Presentation</p> <p>Portray a character for a classroom presentation.</p>	<p>TP.P.9.i: Public Presentation</p> <p>Recite the text/script in classroom presentation.</p>	<p>TP.P.14.m: Public Presentation</p> <p>Recite a memorized text/script/scene in a performance.</p>	<p>TP.P.19.h: Public Presentation</p> <p>Articulate a memorized text/script/scene including blocking and related expressive techniques in a performance.</p>

Discipline: Theatre (T)				
Content Area: Theatre Performance (P)				
Standard 2 - PERFORM : Students will analyze, develop, and convey meaning through the presentation of artistic work.				
Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
	TPP.5.e: Protocol Exercise appropriate stage and audience etiquette for school wide or public performances.	TPP.10.i: Protocol Exercise appropriate stage and audience etiquette for school wide or public performances.	TPP.15.m: Protocol Exhibit appropriate stage and audience etiquette for public performances, and adhere to copyright laws, including rights and royalties, and recording.	TPP.20.h: Protocol Exhibit appropriate stage and audience etiquette for public performances, and adhere to copyright laws, including rights and royalties, and recording.

Discipline: Theatre (T)				
Content Area: Theatre Performance (P)				
Standard 3 - RESPOND: Students will critically interpret intent and meaning in order to evaluate artistic work.				
Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
RESPOND	TP.R.1.e: Analysis Identify separate elements in a theatrical work such as characters, plot, and production elements.	TP.R.4.i: Analysis Respond to a theatrical work by sharing what is seen, felt, and/or heard.	TP.R.7.m: Analysis Express preferences for effectiveness of theatrical performance choices (what works/what does not work).	TP.R.10.h: Analysis Critically analyze the effectiveness of character choices for a theatrical production.
	TP.R.2.e: Reflection Assess personal participation in a production.	TP.R.5.i: Reflection Assess personal participation in a production with examples from experiences.	G1.R.8.m: Reflection Assess personal participation in a production through critique using theatre vocabulary.	TP.R.11.h: Reflection Assess personal participation in a production through constructive critique using precise theatre vocabulary.
	TP.R.3.e: View performance Demonstrate suitable audience etiquette for an age-appropriate performance.	TP.R.6.i: View performance Demonstrate suitable audience etiquette for an age-appropriate performance.	TP.R.9.m: View performance Demonstrate suitable audience etiquette for all-ages performance by responding appropriately.	TP.R.12.h: View performance Demonstrate suitable audience etiquette for a professional performance with appropriate responses.

Discipline: Theatre (T)				
Content Area: Theatre Performance (P)				
Standard 4 - CONNECT : Students will relate prior knowledge and personal experience with theatre to cultural and historical contexts.				
Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
CONNECT	TP.Cn.1.e: Cultural Social Context Express how theatre relates to self and others.	TP.Cn.5.i: Cultural Social Context Explain how theatre relates to self, others, and the world.	TP.Cn.9.m: Cultural Social Context Examine how theatre relates to self, others, and the world in historical and modern times.	TP.Cn.13.h: Cultural Social Context Compare and contrast how two or more cultural and/or historical traditions impact the genre of a theatre production, text, or script.
	TP.Cn.2.e: Research Identify parts of a story (characters, setting, and plot).	TP.Cn.6.i: Research Explain the “given circumstances,” environmental and situational conditions that influence a theatrical work.	TP.Cn.10.m: Research Describe the “given circumstances,” environmental and situational conditions that influence a theatrical work.	TP.Cn.14.h: Research Defend performance choices based on the “given circumstances,” environmental and situational conditions of a theatrical work.
	TP.Cn.3.e: Career Connections Identify a profession in theatre.	TP.Cn.7.i: Career Connections Identify a profession in theatre.	TP.Cn.11.m: Career Connections Explore and describe theatre production professions.	TP.Cn.15.h: Career Connections Explore what knowledge and/or training is required to pursue theatre careers, and how theatrical skills translate to other fields.
	TP.Cn.4.e: Cross Disciplinary Describe how theatre connects to art and music.	TP.Cn.8.i: Cross Disciplinary Identify how theatre connects to literature and social studies.	TP.Cn.12.m: Cross Disciplinary Analyze historical and cultural relationships between theatre and other disciplines.	TP.Cn.16.h: Cross Disciplinary Evaluate historical and cultural relationships between theatre and other disciplines.

Wisconsin Standards for Theatre Production

Discipline: Theatre (T)

Content Area: Theatre Production (D)

Standard 1 - CREATE: Students will generate, develop, and refine artistic work.

Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
CREATE	TD.Cr.1.e: Design Assemble a character's costume for a story.	TD.Cr.5.i:Design Assemble at least two ideas for costuming, props, or scenery used for a story.	TD.Cr.9.m:Design Create a selection of documents or artifacts depicting some design elements of a production.	TD.Cr.13.h: Design Create a selection of documents and/or artifacts for three or more design elements for a production.
	TD.Cr.2.e:Text/Script Tell a story to a teacher or a peer that includes ideas for production elements.	TD.Cr.6.i:Text/Script Create a scenario for an existing or imagined story that includes production elements.	G1.Cr.10.m:Text/Script Outline required major production elements based on a script.	TD.Cr.14.h:Text/Script Devise required major production and management elements of a script that support a directorial concept.
	TD.Cr.3.e: Management Plan Watch a live or recorded production and identify responsibilities of some of those involved in creating the work.	TD.Cr.7.i:Management Plan Read a script or watch a live or recorded production and list responsibilities of executing a show.	TD.Cr.11.m:Management Plan Read a script or watch a live or recorded production and describe sequence of steps in the process required to execute that show.	TD.Cr.15.h:Management Plan Create a timeline for executing production elements for a hypothetical or realized show.
	TD.Cr.4.e: Collaboration Contribute ideas and make decisions as a group to advance a story in a guided drama experience.	TD.Cr.8.i:Collaboration Participate in a defined role for a drama/theatre work informally to an audience.	TD.Cr.12.m:Collaboration Share leadership and responsibilities to plan a production.	TD.Cr.16.h:Collaboration Collaborate as a creative team with specified roles to make artistic, interpretive choices in a devised or scripted work.

Discipline: Theatre (T)				
Content Area: Theatre Production (D)				
Standard 2 - PERFORM: Students will analyze, develop, and convey meaning through the presentation of artistic work.				
Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
PERFORM	<p>TD.P.1.e:Design Execution</p> <p>Explore technical elements in a guided drama experience.</p>	<p>TD.P.6.i:Design Execution</p> <p>Arrange available furniture and props in a classroom for a show.</p>	<p>TD.P.11.m:Design Execution</p> <p>Execute a specific production role safely and within overall script/technical requirements for a performance.</p>	<p>TD.P.16.h:Design Execution</p> <p>Execute a specific production role safely and within overall script/technical requirements for a school wide or public performance.</p>
	<p>TD.P.2.e:Tools & Technology Use</p> <p>Use arts/crafts in the creation of props, costumes, or scenery.</p>	<p>TD.P.7.i:Tools & Technology Use</p> <p>Use basic hand tools safely in the creation of props, costumes, and set elements under direction of a teacher.</p>	<p>TD.P.12.m:Tools & Technology Use</p> <p>Use common hand tools and technology safely and properly to create/or run a theatrical production element under direction of a teacher.</p>	<p>TD.P.17.h:Tools & Technology Use</p> <p>Operate machinery/tools and/or control boards safely and as directed under supervision of a teacher/professional technician to support production elements of a theatre work.</p>
	<p>TD.P.3.e: Design & Management Documentation</p> <p>Share evidence of production element(s) created.</p>	<p>TD.P.8.i:Design & Management Documentation</p> <p>Collect artifacts to highlight two or more production elements created or utilized.</p>	<p>TD.P.13.m:Design & Management Documentation</p> <p>Organize artifacts and documents with personal commentary in a portfolio for a production assignment.</p>	<p>TD.P.18.h:Design & Management Documentation</p> <p>Assemble documents, renderings, and artifacts in a portfolio that includes design concept and working within the parameters of a production.</p>

Discipline: Theatre (T)**Content Area: Theatre Production (D)**

Standard 2 - PERFORM: Students will analyze, develop, and convey meaning through the presentation of artistic work.

Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
	TD.P.4.e:Public Presentation Participate in a production role within a classroom presentation.	TD.P.9.i:Public Presentation Present production elements within a classroom or public performance.	TD.P.14.m: Public Presentation Exhibit one production element in a classroom or public performance.	TD.P.19.h:Public Presentation Execute a portion of the production elements in a classroom or public performance.
	TD.P.5.e:Protocol Exercise appropriate participation for school wide or public performances.	TD.P.10.i:Protocol Exercise appropriate conduct for school wide or public performances.	TD.P.15.m:Protocol Exhibit appropriate conduct for public performances, and adhere to copyright laws, including rights and royalties, and recording.	TD.P.20.h:Protocol Adhere to safety regulations and best industry practices such as user manuals, safety data sheets, Occupational Safety and Health Administration (OSHA), National Fire Protection Association (NFPA), and Education in Stage and Theatre Arts (ESTA) standards.

Discipline: Theatre (T)				
Content Area: Theatre Production (D)				
Standard 3 - RESPOND: Students will critically interpret intent and meaning in order to evaluate artistic work.				
Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
RESPOND	TD.R.1.e: Analysis Identify separate elements in a theatrical work such as characters, plot, and production elements.	TD.R.4.i: Analysis Respond to a theatrical work by sharing what is seen, felt, and/or heard.	TD.R.7.m: Analysis Express preferences for effectiveness of theatrical production elements (what works/what does not work).	TD.R.10.h: Analysis Critically analyze the effectiveness of design and technical elements for a theatrical production.
	TD.R.2.e: Reflection Assess personal participation in a production.	TD.R.5.i: Reflection Assess personal participation in a production with examples from experiences.	TD.R.8.m: Reflection Assess personal participation in a production through critique using theatre vocabulary.	TD.R.11.h: Reflection Assess personal participation in a production through constructive critique using precise theatre vocabulary.
	TD.R.3.e: View Performance Demonstrate suitable audience etiquette for an age-appropriate performance.	TD.R.6.i: View Performance Demonstrate suitable audience etiquette for an age-appropriate performance.	TD.R.9.m: View Performance Demonstrate suitable audience etiquette for an all-ages performance by responding appropriately.	TD.R.12.h: View Performance Demonstrate suitable audience etiquette for a professional performance with appropriate responses.

Discipline: Theatre (T)				
Content Area: Theatre Production (D)				
Standard 4 - CONNECT : Students will relate prior knowledge and personal experience with theatre to cultural and historical contexts.				
Artistic Process	Performance Indicators (By Grade Band)			
	K-2	3-5	6-8	9-12
CONNECT	TD.Cn.1.e: Cultural Social Context Express how theatre relates to self and others.	TD.Cn.5.i: Cultural Social Context Explain how theatre relates to self, others, and the world.	TD.Cn.9.m: Cultural Social Context Examine how theatre relates to self, others, and the world in historical and modern times.	TD.Cn.13.h: Cultural Social Context Compare and contrast how two or more cultural and/or historical traditions impact the genre of a theatre production, text, or script.
	TD.Cn.2.e: Research Identify parts of a story (characters, setting, and plot).	TD.Cn.6.i: Research Explain “given circumstances” of a play or theatrical work.	TD.Cn.10.m: Research Describe “given circumstances” in the production elements for a theatrical work.	TD.Cn.14.h: Research Defend production elements based on “given circumstances” of a theatrical work.
	TD.Cn.3.e: Career Connections Identify a profession in theatre.	TD.Cn.7.i: Career Connections Identify a profession in theatre.	TD.Cn.11.m: Career Connections Explore and describe theatre production professions.	TD.Cn.15.h: Career Connections Explore what knowledge, preparation, and training is required to pursue theatre careers, and how theatrical skills translate to other fields.
	TD.Cn.4.e: Cross Disciplinary Describe how theatre connects to art and music.	TD.Cn.8.i: Cross Disciplinary Identify how theatre connects to literature and social studies.	TD.Cn.12.m: Cross Disciplinary Analyze historical and cultural relationships between theatre and other disciplines.	TD.Cn.16.h: Cross Disciplinary Evaluate the historical and cultural relationships between theatre and other disciplines and how it can act as a vehicle for change.